DOCUMENT RESUME

ED 168 233 EC 113 779

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TITLE Sourcebook of Exemplary Middle School/Junior High School Resource Room Programs. Project CEC.
INSTITUTION Massachusetts Federation for Exceptional Children, Sudbury.; Massachusetts State Dept. of Education, Boston. Bureau of Special Education.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE Jun 78
NOTE 43p.
AVAILABLE FROM Project CEC, 98 Barton Drive, Sudbury, Massachusetts 01776

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Demonstration Programs; *Handicapped Children; Junior High Schools; Middle Schools; *Models; *Resource Room Programs; State Programs
IDENTIFIERS Massachusetts

ABSTRACT

The sourcebook provides descriptions of 16 exemplary middle school/junior high school resource room programs in Massachusetts. Programs in the following schools are covered: Walsh Middle School (Framingham), Wilson Junior High School (Natick), Oxford Middle School (Oxford), North Junior High School (Pittsfield), Sutton Middle School (Sutton), Joyce Junior High School (Woburn), William B. Rogers Middle School (Hyde Park), Joseph Brooks Junior High School (Lincoln), Nathaniel H. Wixon Middle School (South Dennis), Masconomet Regional Junior High School (Topsfield), Dedham Junior High School (Dedham), Dighton Junior High School (Dighton), Barnstable Middle School (Hyannis), Marblehead Junior High School (Marblehead), and Qualters Middle School (Mansfield). It is explained that programs were rated in the following areas: classroom environment, learning environment, educational plans, evaluation process, consultation, parent involvement, and additional programing. Included are lists of instructional materials compiled by staff from six programs. (SBH)

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SOURCEBOOK OF MIDDLE SCHOOL/ JUNIOR HIGH SCHOOL RESOURCE ROOM PROGRAMS

PROJECT CEC

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June, 1978

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SOURCEBOOK

OF

EXEMPLARY

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL

RESOURCE ROOM PROGRAMS

prepared by

SUSAN C. MANDEL
PROJECT CEC COORDINATOR

for the

MASSACHUSETTS FEDERATION COUNCIL FOR EXCEPTIONAL CHILDREN

and the

MASSACHUSETTS DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

Project CEC is funded through a grant under Title VI, Part B, of the Education for All Handicapped Act as amended by Public Law 94-142.

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INTRODUCTION

In the Spring of 1976, the Massachusetts Federation Council for Exceptional Children made application and later received approval for their first grant, under Title VI, Part B, of the Education for All Handicapped Act, to identify exemplary elementary resource room programs throughout the state. The goals of the project, entitled PROJECT CEC, were to use the models to delineate program standards and to disseminate information through a publication as well as workshops and visitations to model programs.

Due to the success of this first endeavor, the Massachusetts Federation CEC, under the leadership of Anna Thorpe, President, submitted and was approved for a second grant, to identify ememplary middle school/junior high school resource room programs. The goals of this second project were consistent with the initial project for elementary programs. Staff were hired, and they began work in February of 1978 on the exemplary middle school/junior high school resource room program project, known as Project CEC:Phase II.

Overwhelming response from individual communities seeking information regarding exemplary programs and standards at the middle school/junior high school level indicates the need for more opportunities to share information and ideas. This sourcebook, as well as a slide/tape presentation and workshop, will hopefully serve as a beginning step in providing standards for programs and strategies for improved special education services to the middle school student population.

Numerous professionals have given assistance in bringing this project to fruition. I would specifically like to thank the Executive Committee of the Masssachusetts Federation CEC for their continuing support and encouragement, the many people who assisted with the Screening Committee tasks, and to the principals and special education directors who arranged to have resource room teachers available to assist with the on-site screening visits. Each of these people has contributed to making the completion of this project a reality and a success.

Susan C. Mandel
Coordinator

Project CEC

OVERVIEW

The Process:

The initial step in the developmental phase of the project included drafting a definition of a middle school/junior high school resource room program. The definition for purposes of this project was:

> A middle school/junior high school resource room is a non-categorical special education program providing direct and indirect services to children from sixth to ninth grades. These children should be classified in Chapter 766 prototypes 502.1, 502.2, 502.3, and/or 502.9. The teacher in charge of the program should be certified as a teacher of moderate special needs or a generic special education teacher. A major emphasis of the program should be mainstreaming the children in the program.

Notices of request for participation were mailed to all regional special education directors and local special education administrators for distribution to middle school/junior high school resource room personnel throughout the state. Advertisements regarding participation in the project appeared in statewide professional publications.

Over forty requests for participation were received. Each program was sent a detailed survey form, a program description outline and resumes for staff to complete. Thirty-seven programs completed and returned this set of forms. Individual notebooks and duplicate sets of information were begun for each program to ensure accurate record keeping and facilitate the screening process.

Screening teams were established on a regular basis, with members representing a balance of direct service special education personnel, special education administrators, and support personnel. Project staff then conducted training sessions for the screening teams. On site visits of no less than three hours duration per program were made by screening team members, who then completed detailed rating scales and submitted written comments in each of the following areas: Classroom Environment, Learning Environment, Educational Plans, Evaluation Process, Consultation, Parent Involvement and Additional Programming. During the on-site visits, samples of teacher-made instructional packages, methods of record keeping and formal means of communicating with staff and parents, as well as copies of educational plans and quarterly reports, were gathered by the screening team members.

Screening teams met again with project staff to determine semi-finalists. Minimal criteria were established in each area of evaluation, and programs were selected as semi-finalists through a group decision-making process. Following this selection, the Project Coordinator made on-site visits to each of the semi-finalists: interviewing staff, making further observation of the resource room, and taking slides of the programs.

The Finalist Selection Committee met early in June for the task of determing the finalists and honorable mention programs.

To assist the committee in the decision making process, the Project Coordinator used a slide presentation and in-depth description of each of the seventeen semi-finalists. In addition, the individual program notebooks, as well as copies of the text of the coordinator's presentation, were available for study by the committee.

Those involved in the finalist selection process felt that each of the programs was exemplary to some degree, and for that reason, the sourcebook includes brief descriptions of the semi-finalists, and more detailed descriptions of the honorable mention programs, as well as the finalists.

Standards:

The programs included in this sourcebook are representative of urban, suburban and rural communities across the state. Although each program has its unique features, there are many general statements which can be made about middle school/junior high school resource room programs - hence, establishing a baseline of standards for any school system to build upon, as follows:

> A middle school/junior high school resource room program is comprehensive and non-categorical in its provision of an array of direct and indirect services to students identified through a formal evaluation process. Each student must have a current signed individualized educational plan, and one of the goals of his involvement with the resource room program should be his/her participation to the extent appropriate in a regular or modified regular education program (i.e. mainstream). The administration of the school, regular education staff, special education administrator, and resource room staff should establish a close working relationship in order to provide a highly effective, maximum service program to the students.

Classroom Environment:

The resource room should be centrally located and accessible to the physically handicapped. Room size should be adequate for the number of students being serviced. Where room size is inadequate, teachers and administrators should explore alternative areas of the school for working with small groups. The resource room should be a "comfortable" place for the students and should be organized in a manner which is conducive to learning. A variety of current materials and supplies should be available, organized and easily accessible for students and staff.

Learning Environment:

Resource room staff should demonstrate harmony and a level of cooperation conducive to efficient instruction. Cooperative teacher/student relationships should be evident. Teachers should competently manage both individuals and groups of students. Instructional time should be planned for and utilized efficiently. The effectiveness of the instruction should be measured by students fulfillment of the behavioral objectives for each lesson. Efficient transition should be made from one lesson, acitivity, and class period to another. Materials, lessons, and activities should be appropriate to the student's ages and levels of achievement. A variety of supplies, materials and equipment should be utilized by the resource room staff.

Evaluation Process:

A member of the resource room staff should participate in all formal evaluations within the school. Regular education staff working with a student who has had a formal evaluation should be informed of the educational plan and be supplied with information, materials and strategies as to how to best meet the student's needs within the regular education program. Parents should attend the core evaluation meeting and participate in the writing of the educational plan. Where a parent is unable to attend, a separate meeting should be established with the parent and member(s) of the school staff to review the assessments and the educational plan. Students should be informed of the results of the meeting by a designated staff member, and where appropriate, the student should attend the evaluation meeting.

Educational Plans:

Resource room staff should have a copy of each student's educational plan on file in the resource room, guidance department, or principal's office. Regular educators working with special needs students should have access to the educational plan; preferably this can be accomplished through interfacing with the resource room staff or the liaison. Each special needs student should be assigned a liaison (i.e., ombudsman, advocate) who monitors the educational plan, assists the regular educators on staff in meeting students' needs, meets with the student to assess his progress and maintains contact with the parents. A quarterly reporting system should be maintained for each student. This system should provide updated information regarding the student's progress toward meeting the objectives of the educational plan, and his overall program.

Consultation:

Minimally, resource room staff should provide consultation to regular educators who are working with special needs students. Additional consultation for regular and special educators should be available from other members of the school staff, counselors, social workers, administrators. Resource room staff should also have access to consultation from the special education director, school psychologist, and outside agencies.

Parent Involvement:

Parents of students who enter the program should be introduced to the resource room and total program. They should be given the opportunity to meet with the resource room staff and visit the classroom(s). The teachers should indicate to the parents the role the resource program will play in the student's overall program. The program should include a system for communicating with parents on a pre-determined, periodic basis, in a pre-determined manner.

Additional Programming:

Administration and staff should have the flexibility to design alternative programs and/or schedules for students who have difficulty functioning in established programs. The program should provide a smooth transition for students entering from an elementary resource room program, as well as for students moving to a secondary resource room

program. The resource room program should incorporate supplemental services, such as speech, occupational therapy, and/or counseling, as the needs of the students dictate. Teachers should maintain continual communication with outside agencies involved in a student's total program, e.g., Guidance Center, Welfare Agency.

Dissemination Activities:

This sourcebook will be distributed through the local special education administrators to the middle and junior high schools. Workshops conducted by project finalists will be held statewide during the 1978-79 school year, with dates and locations being announced through MASSTREAM, the CEC Newsletter, as well as being posted at the regional offices. Educators are encouraged to write to the individual programs regarding a particular area of interest or to call and make arrangements to visit. News releases have been sent to over 30 papers in the state, as well as professional journal articles being submitted for publishing consideration. A slide/tape presentation is available on a loan basis. If you are interested in additional copies of the Sourcebook, wish to use the slide/tape presentation, make arrangements for a workshop presentation, or need further information, please contact: Susan C. Mandel, Project CEC Coordinator, 98 Barton Drive, Sudbury, Mass. 01776, A.C. 617, 443-3824.

Walsh Middle School
Brook Street
Framingham, Mass. 01701
(617) 877-6200
Central Mass. Educational Region

Principal: Peter Gray
Vice Principal: Donald McCallion
(and I.I.C. Administrator)
Vice-Principal: Peter Cicchetti
Director of Special Education:
Dr. G. Raymond Healey
Superintendent of Schools:
Dr. Albert Benson

STAFF: Charlotte Carr, Special Education Teacher
Carole Ann Berkowitz, Special Education Teacher
Janet Klausner, Special Education Teacher
Kathryn M. Walunas, Assistant Teacher
Margaret Halpin, Assistant Teacher
Mary J. McGreevy, Assistant Teacher
Cindy Meryl Seltzer, Assistant Teacher

The Walsh Middle School is one of four middle schools in the suburban community of Framingham, serving sixth, seventh and eighth graders. Out of the Walsh Middle School population of 1275 students, approximately 150 special needs students receive services through the resource room program.

The concept of the Individualized Instruction Center as it exists today began in September of 1974. Prior to this, the special education department at Walsh functioned mainly as a tutorial system, taking children from study periods and working on the remediation of specific learning disabilities.

The opening of the I.I.C. in September of 1974 presented a challenging year. With the addition of many new special educators, the staff had the task of learning to work together in a close situation (the I.I.C. consisted of a large double classroom with a sliding partition), and to familiarize themselves with the complex scheduling process necessary in a large school such as Walsh. Classes were run in Language Arts and Math, but were cross-graded, and the curriculum was in its developmental stages. As a result of hard work and much learning, the opening of the resource room in September of 1975 was much more organized. The task of scheduling had been mastered, classes were run on individual grade levels, and the tutoring was consistently grade specific. The administration, realizing the necessity of more space, gave the I.I.C. two separate classrooms, lending more structure to the atmosphere. An organized system of transferring information from the fifth to the sixth grade was also begun this year, as was an orientation in the Fall for parents with special needs children.

In 1976-77, grade level teaching was maintained, the process of transferring information was expanded to testing of the fifth grade children to enable more homogeneous class groupings to be scheduled, and the I.I.C. staff integrated the program closely with the master schedule of the school.

The concept of resource room staff team-teaching, in the hopes of better utilizing both staff and space, was tried in 1977-78. Cross-graded tutoring was also begun to facilitate the scheduling of more children. Both ideas were practiced all year, and although begun with the best of intentions, it has been decided that the scheduling for 1978-79 will include neither the team-teaching within the I.I.C. nor the cross-graded tutoring. Small group instruction periods will remain grade specific, with an approximate ratio of one teacher to 6 students.

A highly effective direct service program is delivered to students within the three resource rooms. The rooms are partitioned into teaching stations and are geared to interest and subject areas. Small group and individualized instruction are available in mathematics and language arts. Supportive tutoring emphasizes study and organizational skills, perceptual development and reinforcement of skills learned in mainstream classes. Individual contracts are provided for students.

The goal for each special needs student is the eventual return of the learner to the regular classroom. To accomplish this, considerable interaction is necessary between regular education programs and special needs. Sharing information regarding curriculum, materials and learning styles is seen as a priority in working together to fulfill individual educational plans. Each staff member is assigned as an advocate for a given number of students. Both formal and informal means of communicating with regular education staff are used. The school is divided into 9 clusters, three at each grade level. Each cluster is composed of two language arts teachers, one mathematics teacher, one social studies teacher, one science teacher, a guidance counselor, a school adjustment counselor, an administrator and a special educator from the resource room staff. Each resource staff member serves as an advocate for special needs students assigned to a specific cluster, with two of the staff serving two clusters each. Weekly cluster meetings are an important part of the schedule and assist the resource staff in carrying out a major portion of the advocacy role. Regular attendance also helps to establish a rapport between special educators and mainstream teachers. Common educational goals are then more easily worked for and attained. The special educator may make suggestions regarding alternative teaching techniques and management strategies to facilitate the attainment of these goals by all students.

School Evaluation Meetings (S.E.T.) are usually held during cluster meeting time. A special educator is always present and can assist in the formulation of a plan for any particular student being discussed. The special educator may have techniques or materials to aid the regular classroom teacher so that further services or formal referral and evaluation may not be needed. The special educator may also suggest formal or informal evaluation methods used to gain knowledge about a student's needs. All resource room staff meet one afternoon each week. The vice-principal, and the Core Evaluation Coordinator are important members of the resource room team. The administration is very supportive of the program, staff and students.

To facilitate communication with parents, a special education orientation is held for parents in early September. At this time, a formal presentation on the philosophy of the resource room is given. In addition, the role of the child's advocate and the direct and indirect services given by the special education staff are discussed. The procedure has been effective in easing parental concerns and seems to make further communication between parents and staff easier. A booklet is given to each parent summarizing information presented at the orientation meeting. A follow-up letter is sent to parents who do not attend the meeting. Throughout the year, staff communicate with parents both formally and informally. Written information (in addition to quarterly reports), telephone contacts and personal conferences are used to keep parents informed of progress.

In order to insure a smooth transition from elementary to middle school, meetings are held in the Spring with sending and receiving special educators. The elementary teachers are given a list of pre-requisite skills compiled by the regular 6th grade classroom teachers. This list of pre-requisite skills provides a two-fold purpose: 1. It assists the elementary teachers in being more comfortable with mainstreaming decisions, and 2. It provides the 5th grade teachers with information which is used

to structure remediation so that more children could eventually be mainstreamed at the middle school level. Language arts and mathematics evaluation tools are sent by the 6th grade resource room staff to the 5th grade resource room teachers to be administered to those children recommended for small group instruction in the resource room. The 6th grade staff is then able to evaluate the results and group the students in the resource room according to ability levels. Students in the 5th grade resource room program coming to the middle school the following September are invited to visit the resource room before school closes. They are given a tour of the school.

Committed to the individual needs of each student, the entire staff and administration continue to expand upon improving the services offered to all Walsh Middle School students.

Wilson Junior High School
24 Rutledge Road
Natick, Mass. 01760
(617) 653-0550 Ext. 148

Greater Boston Educational Region

Principal: Herve B. Lemaire
Assistant Principal: John T. McKenna
Administrator of Special Education:
Caroline Cunningham
Superintendent of Schools:
Joseph A. Keefe, Ed.D.

STAFF: Carl Nardone, Generic Specialist/Core Chairperson
Jane Hardin, Resource Room Teacher
Kay Marie Becktenwald, Teacher's Aide
Denise Ohiacchia, Teacher's Aide

The Wilson Junior High School is located in the suburan community of Natick and provides an educational setting for 660 seventh, eighth and ninth graders. Approximately 95 special needs students are serviced by the resource room program.

This resource room program began in the school year 1975-76. The staff included a generic specialist, a resource room teacher and an assistant teacher, servicing approximately 65 students having a variety of learning and emotional difficulties. The main objective was to identify the special needs students and design a program which met their needs both in and out of the regular classroom. Staff worked very closely with the reading teachers and tried to demonstrate to the rest of the staff the importance of the program.

The 1976-77 school year brought changes and new ideas. The student population increased to 85 and an aid was added. The additional staff allowed for increased communication with the faculty.

Each member of the staff was seen weekly enabling the resource room to truly become part of the every day functioning of the school. During that year, a self-contained class of students having moderate to severe emotional problems was established. Moreover, a crisis center was opened for counselling of students who might be experiencing difficulties with adjustment both at home and in school.

During the current 1977-78 school year, the resource room staff realized the remuneration for the background work with regular education staff during the first two years of the program. Designed for effective communication amongst all school staff - administrators, guidance, resource room staff and classroom teachers and parents - the team approach within the school is used to specifically create the best possible program for each student. Weekly team meetings are held and a great deal of exchange amongst staff members is evident.

This program is based on the premise that special needs students be treated the same as the regular education students as much as possible. Focus is on the WHOLE child. Students are encouraged to bring their friends to the resource room. Teacher awareness of student's self image is a priority in receiving extra help. Materials are carefully selected so as not to 'offend' the student's pride. Resource room teachers work closely with the remedial reading staff to expand upon individualized reading programs and to use techniques that are appropriate in assisting students to read within the content areas. The resource room offers monitoring and support for classroom subjects, remediation and compensatory techniques, and support for personal needs involving emotional issues.

The location of the resource room is very advantageous in terms of the services it provides. It's location is in the middle of the school, across from the library and within easy walking distance of the reading labs.

Students are mainstreamed in the regular classroom to the extent appropriate. Rarely are students removed from a subject area to receive help. Resource periods are scheduled around study periods, thus enabling students to be mainstreamed extensively, and to maintain and further develop their self-images. A communication system has been established which guarantees a cooperative effort between classroom and resource room. One day per week, resource staff meet with teachers by grade to ascertain weekly assignments. Each staff member is assigned to a grade level and it is their responsibility to keep open and close communication in terms of student progress, materials, projects, and problems. Summary reports of quarterly reports are written for all students by grade and distributed to regular staff within a given grade. Members of the resource staff are available for crisis situations and short-term support for students who do not need extensive programming.

Within the school library, all books have been coded by the cooperation of resource room staff and librarian, according to grade level. The code is not noticable at a glance and is useful to both the student who is looking for a book which is readable, and also to the teacher who is making a required reading list for an entire class. Two reading programs are available to each child in the school. A walk-in center provides group and individual support and counselling and serves as a crisis center. A work-study program is available for ninth graders. An Early Bird Program is available for students who prefer to seek out special help before school without others knowing about it. A peer tutoring program is also available through the high school.

The resource room staff continue to strive to improve their successful program. Plans for the next school year include more involvement in providing services to special needs students within the environment of the regular classroom and more extensive parent/school communication and programming.

Continued growth in support and a cooperative working environment with all school staff have made this model program successful in meeting the needs of the students.

Oxford Middle School
Main Street
Oxford, Mass. 01540
(617) 987-2721

Central Mass. Educational Region

Principal: Stanley R. Sedor
Ass't Principal: Garry C. Degermajian
Supervisor of Special Services:
Ann Partridge
Superintendent of Schools:
Dr. Francis Driscoll

STAFF: Kathleen A. Goddard, Resource Room Teacher
Margaret V. Reed, Resource Room Teacher

Located in the rural community of Oxford, the Oxford Middle School has a pupil enrollment of 440 sixth and seventh graders. The resource room staff provide direct and indirect service to approximately 50 special needs students.

In the Fall of 1974, the Oxford Schools expanded the district resource program into the Middle School. Ms. Kathleen Goddard was the full time instructor. The following Fall Ms. Margaret Reed joined her and the resource room was moved to a suite of rooms in the main building of the Middle School. During this year, overall district-wide test batteries were developed and diagnostic teams within each building were established. At the Middle School, the resource team and the guidance department assigned educational plan carry-through, following the Core Evaluation, on the basis of student need, rather than prototype.

Within two adjoining resource rooms, teachers share students and space according to student needs and objectives. One provides a highly structured setting, the other an unstructured individualized program. The teachers are highly visible and involved within the total school, allowing for less stigmatization on the part of the students working with them.

A Middle School entry screening is done with all Middle School students. The screening consists of the Slingerland, Beery, Morrison-McCall and Gray Oral. These tests are administered by the classroom teachers and special needs staff. Reports are made to the teachers involved with the children. Next, teachers are met with on a grade/department basis to discuss the screening results and their implications for classroom modification. Concrete suggestions and materials are given to the teachers along with techniques for assisting the child. A checklist of behaviors is provided at this time and the classroom teachers attempt to meet student needs within the regular classroom. During the time from the testing to the mid-point of the first marking period, other meetings are held with the teachers who work with the students. Parents are contacted at this point by either a regular or special needs staff member. Progress of those students noted as possible high risk from the screening is discussed and, if appropriate, teachers are assisted in completing the referral forms for an evaluation.

Extensive in-service training has been provided for the total school staff, and have dealt with all aspects of individualization and program modification. Teachers from other school systems have directly worked with departments, demonstrating techniques, equipment and self-made materials they found contributed to the success of their departments dealing with individualized instruction.

Scheduling for mainstreamed students is accomplished with the classroom teachers. Weekly reports are written by each teacher and sent home for parent signatures after being promulgated and collated by resource staff. These signed reports are then collected and filed for referral during each grade period.

In cases where classroom behaviors are a concern, the following procedure is used: (1) Resource room staff develop a baseline action report. (2) From a combination of teacher interviews and classroom observations, a list of behaviors and consequences are established. (3) This list is then given to all teachers dealing with the student for acceptability of consequences and actions plus selection of the top three or five target behaviors. (4) Parents are contacted and approval for the project received. (5) A meeting is held with faculty, administrators and guidance counselor. A target list is established and all agree to carry through consistently. (6) The student is brought into the meeting at this point and one of the teachers explains the faculty concern for his self-control. He is given a copy of the several target behaviors and their consequences, and is told the enforcement will begin the next day. Discussion follows. (7) The behavior consequences are enforced consistently and calmly on the agreed upon starting date. (8) Parents and staff are informed as to any program success.

When a student is mainstreamed whatever is needed for program modification is supplied to the classroom teachers, including lesson plans and classroom demonstrations. Much of the equipment and supplies have been purchased through teacher prepared grants.

Because almost every classroom has a resource area, resource room staff are able to work with students in regular classes with teachers or in the resource room. Work done in the regular class is accomplished through cooperative teacher efforts.

Resource room staff and each department in the school have a written behaviorally based objective oriented curriculum. This allows for the educational plan objectives to be tied into the regular classroom.

Even though each of the six schools in Oxford have individual resource programs, objectives and materials have been developed so that the same test instruments are utilized at grade and appropriate age levels. Pre and post testing have continuity and efforts are not duplicated or fragmented. Objectives and attained skills are tied together both intra-school and inter-school.

A program of integrated studies includes the areas of social studies, English and reading, with science and math involvement where appropriate. This program evolved from a data bank program utilizing varied texts and materials which makes individualization easier to accomplish. By integrating areas and departments, prep periods are set up for groups of teachers, which means faculty is more readily accessable for meetings and conferences with resource staff.

The administration strongly supports staff endeavors in the pursuit of grants. Regular class teachers and/or resource staff have written numerous grants to gain equipment and materials needed for individualization, allowing for resource programs to be established within regular classrooms.

A career planning program provides students with an introduction to various units such as consumer education. Newly acquired skills become part of daily living skills. A hands-on approach is stressed, and students become aware of the practical application of materials and knowledge.

All students are involved in guidance sessions on a monthly basis as a group and on an individual basis as the need arises. Monthly meetings with students cover an orientation to Middle School, peer relationships, socialization, study habits, course of study and high school orientation.

From the inception of this program, the goal has been and continues to be, provision of enough classroom individualized support to enable students to require less time in the resource room area. Through the strengthening of the pre-referral process and extensive support of classroom modifications, more students each year are maintained in less restrictive prototypes. This exemplary resource room program has involved the total school faculty, including administrators, in the formulation and successful implimentation of individualized educational programs for all students, and is truly a total approach to meeting student needs.

North Junior High School
North Street
Pittsfield, Mass. 01240
(413) 499-1234

Principal: John T. Reid
Director of Special Education:
Howard J. Eberwein
Superintendent of Schools:
Ira Singer

Pittsfield Educational Region

STAFF: Joan Hobbs, Resource Room Teacher
Inga Galash, Aide

In Pittsfield, which is considered an urban area, North Junior High School has a total school population of 1,050, serving seventh, eighth and ninth grades. Three resource rooms service special needs students, with Ms. Hobb's resource room program being the least restrictive, providing direct service for 50 students in prototypes 502.1, 502.2 and 502.3.

Ms. Hobb's resource room program has just completed its third year of operation. Students assigned to the resource room have varying degrees of learning difficulties. Some students may be seen only a few sessions per week for assistance with study skills, others may participate in a more formal tutorial support situation where more difficult academic subjects are redefined and reinforced, and others may receive instruction daily in lieu of a major subject in the mainstream.

The resource room staff provide a supportive learning environment for all students, and together they offer positive reinforcement. Students enjoy coming to the room as a result of the staff's ability to establish and maintain a rapport with them. Students work on individual programs of support and/or remediation. All work and lessons are individually planned. Structured, sequential academic remediation is usually necessary for most of the students. Individual folders are readily accessible for student use and include a monthly checklist which is updated daily with a letter grade and comment indicating effort and achievement. Folders also contain a list of assignments by week and a list of materials needed to complete assignments. Students openly express their positive feelings regarding support they receive from the resource room, seek out the teacher in the halls between classes to share both the ups and downs of "life in the mainstream", and request additional assistance, if needed. There does not appear to be any stigma attached to this program, evidenced by the fact that regular education students who are experiencing difficulty initiate a referral.

Pupils receive full credit for resource room work. They receive marks on their report cards as well as written progress reports. Grades are a composite of achievement according to individual abilities, effort and attendance. Students who earn grades of A's or B's often for the first time in their school history, are encouraged to increase effort and interest in their regular classes, and demonstrate increased self-confidence.

Each student's progress is carefully monitored. Ms. Hobb's approach is low-keyed, non-threatening and supportive in direct contact with her students. The resource teacher meets both formally and informally, on a weekly basis, with regular education staff to ascertain progress and delineate areas of concern for the students. Students are aware of the supportive environment provided by the close communication of the staff. A team approach in one segment of the 7th grade population has enabled the resource teacher to more effectively monitor student performance and consult with the team, whose schedule allows for two consecutive planning periods per day.

The resource room teacher is totally involved in all aspects of the evaluation process - discussing individual referrals with staff members; diagnostic testing; meeting with students after testing is completed to discuss results of the testing and meeting with them after the evaluation meeting to discuss the educational plan; contacting the parents prior to the evaluation meeting and continuing parent contact following the meeting. Through the combined efforts of the counselors and resource teacher, parent involvement in the evaluation process is extremely high.

An alternative program is available within the school system providing services for those students who have difficulty coping with a traditional school setting. Individual programs have been established where a student might spend one-half day at the Junior High in a modified program and the balance of the day at the alternative school.

This resource room program has grown and been highly successful in meeting individual student's needs in spite of the fact that the room size and location were less than adequate. A team approach - principal, classroom teachers, counselors, students and resource room staff working in close cooperation - has enabled this program to be a successful model.

As this sourcebook goes into print, the North Junior High School is being remodeled with two new resource rooms being designed and built - staff and students are anxiously looking forward to a comfortable and spacious learning environment with the Fall opening of school!

Sutton Middle School
Memorial Drive
Sutton, Mass. 01527
(617) 865-3549

Central Mass. Educational Region

Principal: John H. Koliss
Ass't Principal: Robert G. Paul
Special Education Director:
Beverly A. Brown
Superintendent of Schools:
Gordon J. Spence

STAFF: Kathleen D. Romasco, Special Needs Instructor
Ann Marie Halfrey, Teacher Aide
Patricia McGee, Aide

The Sutton School System is located in a rural setting and has a pupil population of approximately 1300. Of that number, one hundred fifty-three students require special education. The Sutton Middle School provides direct and indirect special education service through the resource room program to thirty-five of its 350 sixth, seventh and eighth graders.

Commencing in 1974, a remedial reading program, servicing approximately 70 students, became designated as a non-categorical resource room and broadened its services and materials to include all subject area tutorials. Initially functioning as a separate instructional facility, it was primarily responsible for implimentation of and instruction for individualized educational programs.

The objectives of the resource room program were and continue to be as follows: To become an integral component of the regular education program on a day to day basis; to extend educational services beyond the scope of the classroom when necessary; and to provide continuous and improved diagnostic/prescriptive data to educational components in ensuring continued academic and social progress.

Curriculum planning and material acquisition received primary focus during the first years of operation, in addition to tutorial sessions. The addition of a resource instructional aide and special need home economics program was realized within this period.

Beginning in 1976, the resource room became instrumental in implementing modified reading classes on the 6th grade level and has since assisted in initiating modified reading, English, math, science and social studies classes in grades six, seven and eight. The acquisition and utilization of two resource aids shared cooperatively between the resource room and regular classroom and the ensuing introduction of special class methods (materials and evaluative techniques) in the regular classroom have evidenced realization of the first program objective.

Supporting the above objective and as a catalyst in achieving its second objective, increased teacher participation on the CET evolved and as a result, shared responsibility and advocacy for improved classroom methods and supportive services emerged. Finally, diagnosis has, and will continue to serve as a priority function of the resource room as it provides instructional prescriptions, targets necessary or needed services, and serves as an evaluative (program) technique.

The resource room provides a warm and comfortable setting for students. Small group instruction and individual attention are given to students for tutorials, crisis intervention, and instruction in major subject areas, such as math and reading in cases of severe disability. Scheduling is done in cooperation with the student and regular education staff. Classroom teachers provide the resource room staff with tests, assignments and special projects in advance, for use during tutorial periods. The room is accessable to students for the entire day and with teacher permission, students are allowed to visit the room for additional support during the day.

A teacher assessment guide and form, designed by the special educator, is utilized by the classroom teachers once a student is referred for an evaluation. It is written in terms of middle and secondary educational program objectives and has met with favorable results by the staff. All major subject teachers attend the evaluation meeting. Objectives are drawn up at the meeting by all staff. Emphasis is also placed on development of teaching strategies, materials, learning styles and evaluative testing measures for use by classroom teachers. Quarterly reports are written by each of the classroom teachers and the special educator. Copies of composite quarterly reports and end of the year summary reports are distributed to all staff working with any given student. Liaison work with classroom teachers is continuous and is strengthened by the close working relationship amongst all levels of staff.

The school staff has worked cooperatively to modify the regular education program to best meet the needs of ALL students.

·"IMIT" - Integrative modality instruction techniques are determined through analysis of diagnostic test data and observable instructional skills. This approach, developed by Ms. Romasco, encompasses teaching techniques, individualized materials and test evaluation in a manner which ensures provisions for students demonstrating a single or a combination of learning difficulties. It provides a measure of accountability on the part of the teacher and the student through its diversified and systematic approach.

·Modified Testing Services - Oral testing is available in the regular classroom and when necessary, can be administered in the resource room. Multi-Ability Testing, developed by a 6th grade mathematics teacher, has been adopted in major subject areas throughout the school and provides for assessment of skills along three graded levels of difficulty. Level one is composed of items of a core or basic content. Level two is of more difficulty in item analysis and is intended for the above average performance in mastery. Level three extends the classroom learning to more difficult concepts or processes. Choice of level is felxible and determined cooperatively by teacher and student.

·Media Workshops - The resource room provides a block of two periods each day for project-type activities. During this time, teachers may allow students to work on special projects in demonstrating what they have learned from a unit of study. Concepts and materials are pre-arranged as necessary in construction of models or poster boards. Students sometimes spend half the period in class and come to the resource room to work on assignments or discuss work for project presentations.

·Classroom Teaching Assistant - Extension services such as specialized projects, typed assignments, tape recordings, filmstrip making, and research activities coordinated with the regular classes are seen in progress each day. Projects may range from 45 minutes to several periods in completion. In the regular classroom, assistance is provided for small group instruction, projects, or science experiments.

•Model Classroom - The resource room teacher teaches a sixth grade language arts class in the regular education program. The goal is to provide a diagnostic/prescriptive classroom model and to establish a field for observing and evaluating special education methods and strategies in the regular classroom environment. Multi-level instructional materials and the integrative-modality teaching techniques are employed, as is multiple-ability testing and media workshops.

A special needs home economics program is designed for middle school students who may have difficulty in other areas of school. A home economics teacher provides an opportunity to students to acquire some of the basic life skills, acquainting them with recognition and utilization of equipment and tools in the Food and Clothing areas of home economics. Students use skills such as measuring, organizing, reading, planning and following directions. Students participate in planning, preparing, and serving nutritious meals as a source of learning as well as pleasure, satisfaction, creativity and building self-esteem.

Double Impact is a collaborative sponsored project which is intended to facilitate internal change through the enchancement of a self-awareness and self-development of disenchanted students in grades 7 and 8. It is intended to facilitate external change by improving specific skills which will enable the student to cope more effectively with the expectations of his/her learning environments. Selected students participate in 3 day workshops for a duration of 4 weeks. Staff counselors meet with Middle School staff to discuss strategies for assisting these students.

This model resource room program plans to continue efforts to improve upon classroom instruction through resource room services as well as to strive for new ways of involving parents in the total program.

Joyce Junior High School
Locust Street
Woburn, Mass. 01801
(617) 933-8050 Ext. 156

Northeast Educational Region

Principal: Laurence P. Gilgun
Ass't Principal: Peter C. Varoutsos
Director of Special Education:
John Moran
Superintendent of Schools:
Charles W. LaMontagne

STAFF: Margaret Ann O'Donoghue, Generic Specialist/Center Director
Donna Searvalas Malcolm, Moderate Needs Specialist
Deborah Fournier, Assistant Teacher

The Joyce Junior High School is located in Woburn, a suburban community north of Boston which serves a school population of 1,057 seventh, eighth and ninth grade students. A variety of programs serve special needs children here. Two separate classes service the severely intellectually handicapped and three resource programs supplement and complement each other within this school. One of these programs largely services mildly disabled students who may function in or between the 502.1 and 502.2 prototypes, another deals with children who are hearing impaired and the third, the, the Learning Center, the one here featured, offers assistance to students with both mild and moderate special needs who initially function upon entrance into the Learning Center in a 502.3 prototype and who, through developmental progress attained, advance through prototypes 502.2 and 502.1 and ideally realize full and independent mainstreaming.

Three years have witnessed the growth of the Learning Center from a small self-contained collaborative sponsored 502.4 program, serving twelve students, to its present combined resource room program options for twenty-six special needs students.

Content areas are stressed in a multi-sensory approach to teaching which utilizes the back-up of taped texts and oral testing to assit the student in acquisition of knowledge. September of 1978 will realize an expanded Listening Center housing taped science, social studies and English texts for the use of all students, both mainstreamed and special programs from grades seven, eight and nine and will be centrally located in the school's library. This extended service will assist in the input of knowledge in content areas, particularly since it by-passes the problem of the variety of reading difficulties encountered by students who are required to read to learn.

The school library and media center are frequently used by resource room staff and students. The generic specialist and librarian have worked together to establish a professional resource area with current books, periodicals and microfiche in the area of special needs. Faculty are provided with handouts of the most recent information in the implimentation of individualization within the mainstream and with their responsibility to the special needs child within the mainstream as mandated by Special Education Legislation.

The generic specialist is a key member of the evaluation team within the school, providing diagnostic testing services, facilitating communication amongst team members, assisting in the formulation of educational plans and prototype placement. The coordinator (generic specialist) is responsible for mainstreaming students and monitoring their progress. Students are carefully monitored with a constant flow of information among student, classroom teacher and all resource room staff. A resource room report is completed by the regular class teacher twice per quarter for each special needs student. The generic specialist conducts a workshop for all classroom teachers each Fall on the overall program offered by the resource room. Included are the philosophy of the

program, reole descriptions of the resource room staff, testing modifications, and discipline. A workshop follow-up sheet is sent to all staff and is distributed to them along with the MTA 766 bulletin.

Parents are invited to visit the resource room following the recommendation of the evaluation team. An open house is held once per quarter. Both frequent telephone contact and the mailing of checksheets and quarterly reports, lend to continuity and information sharing between home and school.

All students assigned to the Learning Center through the evaluation process are mainstreamed into homeroom, music, art, physical education, industrial arts and/or home economics, and science. Where necessary, modifications are made in any of these programs. Further academic placement is carefully determined on an individual student basis, with extensive preparation on the part of the resource room staff, regular education teacher, and student.

A close working relationship exists among the resource room staff and the administration. Students and teachers exhibit a mutual respect. Management of behavior is built into the structure of the room and activities with an understanding of mutual purpose. Individual work folders are provided for each student with daily assignments and they are compiled and available to him the next day. Upon completion of each assignment, the student, on a one to one basis, has work corrected by a member of the resource staff who subsequently initials the assignment of a daily worksheet to indicate its completion and acceptance. Unfinished daily work is done as homework as a readiness feature for re-entry into the mainstream. Charts showing daily progress in these assigned areas are kept by the student to increase his awareness of progress or lack of it. A weekly schedule for the student is stapled to the work folder. Materials are appropriate, highly organized, and teacher-made materials supplement the commercial ones.

Additional programming through the resource room includes Orienteering (Map and Compass) for 7th and 8th graders, a Bike Safety Course and Clinic, and a Career Awareness Program.

Resource room staff, administration and faculty have worked cooperatively to make their goal, "individuality for all and for all a fair chance", a reality.

Wm. B. Rogers Middle School
15 Everett Street
Hyde Park, Mass.
(617) 361-1990

Greater Boston Educational Region

Principal: John J. Daniels
Vice Principal: John Shields
Assistant Superintendent for Special Services: Theodore Riggen
Superintendent of Schools: Marion J. Fahey

Resource Room Teacher: Gloria J. Williams

In urban Hyde Park, the Wm. B. Rogers Middle School houses 900 students. Gloria Williams, along with her aide, provide a special education resource program for approximately 17 eighth graders. In addition to Ms. William's resource room, there are two seventh grade and two sixth grade resource rooms.

A close and cooperative staff working relationship is evident, as well as an exceptional rapport between staff and students. Positive teacher-student relationships are a program priority and these relationships form an essential base for open communication, understanding and learning.

The incorporation of building self-concepts and use of adolescent interests in learning experiences has a positive effect on achievement. A majority of each day's activities are centered around language, with verbal interaction stressed.

Through the use of objectives on individual educational plans, terminal goals are established, and tasks are ordered on a daily basis to reinforce skills and make a gradual progressive movement toward the terminal goal. Never losing sight of the eventual goal of an extensive mainstreaming program for each student, Ms. Williams provides individual, small group and large group activities daily, so that the students are able to function in a variety of settings.

Ms. Williams uses a combination of manufactured and teacher-made materials in each instructional area which are geared to real life situations. The majority of individualized teaching materials are teacher-made, allowing for meeting each student's individual needs. All reinforcement materials, usually manufactured instructional materials, are organized in teacher-made files and labeled by major category and sub-categories. This system is beneficial to the resource staff, and substitutes, and provides a challenging opportunity for students to select work on their own and try t solve higher level problems.

Vocational education, consumer education and family relationships are also covered in this program. Students are exposed to career education through planned activities, such as role playing of job interviews, etc.

The atmosphere of the resource room is one of genuine warmth, understanding, trust and learning. This resource teacher is dynamic and exceptionally adept at working with adolescents!

Joseph Brooks Junior High School
Ballfield Road
Lincoln, Mass. 01773
(617) 259-9408

Principal: Meredith Jones
Special Education Director:
Philip J. Reddy
Superintendent of Schools:
Dr. Jacqueline Clement

Greater Boston Educational Region

STAFF: Resource Room Coordinator: Sarah Ettienne
Special Needs Teachers: Susan Frederickson, William Bingay (Half-Time)
Tutors: Laura Lambrix, Patricia Gallen (Part-Time)
Aide: Evangela V. Pavloglou

The community of Lincoln is a blend of suburban and rural living. The Brooks Junior High School is comprised of 241 sixth, seventh and eighth graders. The resource room provides direct service to forty-three special needs students.

The resource room staff function as a cohesive unit and are sensitive to the needs of the students. A low teacher-pupil ratio permits intensive remediation to occur with minimal management problems. Students are provided with successful experiences, a comfortable atmosphere and encouragement. Individualization, consistency, appropriate grouping, scheduling patterns and carefully selected materials are particularly effective. Special effort is made to avoid removing students from major subjects, favorite classes and electives. Students participate in this decision. Individual folders and assignment sheets are provided for each student on a weekly or daily basis depending upon the needs of the student. A great many teacher developed units supplement a variety of commercial materials.

Although individuals and groups are assigned to specific staff members, the staff works as a team in monitoring and consulting about behavior and performance of all students. The principal and classroom teachers can consult with any resource room teacher regarding any student and have information shared. Communication is constant with messages and comments being shared throughout the day. The environment created is that of a family unit which is supportive, not only for students, but for staff as well. Resource room staff meet weekly with the regular grade level teams to discuss students, problem areas, and school projects. In this way, the special needs staff becomes an integral part of the total school program. The support of the principal and central administration have been most important in establishing the mainstreaming program. Teachers are directed to the resource room staff to discuss problems they are encountering in their classrooms. Consultations with regular class teachers has resulted in a flow of materials and staff into the regular classroom. The special needs aide is often scheduled into various classrooms as an extra pair of hands without drawing attention to any particular student. This cooperative approach provides the student with successful experiences both in the mainstream and in the resource room. Classroom teachers welcome this assistance.

Positive reinforcement, general contact and feedback have been crucial in establishing relationships with parents. Early in the year, the parents of special needs students are invited to an evening in the resource room. Refreshments are available while staff and parents discuss the program and their concerns. Support is provided and cooperation between home and school are coordinated. In addition, weekly written reports to parents are provided for all 502.3 students. Frequent telephone contacts and formally scheduled conferences are held throughout the year.

Students and staff select and have designed special projects in shop, art, home economics, physical education, the community, elementary school, and vocational high school, which enrich their programs and address specified needs. The resource room publishes the "Corner Room Gazette", written and typed by the students in the resource room. It includes the original works of the special needs students. A broad variety of electives are available to the entire school, and the resource room staff also sponsor courses. These courses are available to both regular and special needs students. Offerings in the resource room have included speed reading, study skills, spelling, handwriting, writing skills, and career exploration. This involvement reduces stigmatization of the room and exposes other students to the supportive learning environment that has been created.

Nathaniel H. Wixon Middle School
Dennis-Yarmouth Regional School District
Box R - Rte. 134
South Dennis, Mass. 02660
(617) 385-9119

Principal: William F. Griffith
Ass't Principal: Michael McNamara
Director of Special Education:
Thomas LaGrasta
Superintendent of Schools:
Joseph E. Killory

Southeast Educational Region

STAFF: Special Needs Teachers: Deborah Riall Clemence
Patricia Peters
Judith McShane (Part-Time)

In the rural community of South Dennis, the Nathaniel H. Wixon Middle School serves 600 fifth, sixth, seventh and eighth grade students. The resource room program, which has just completed its second year of operation, provides special education services for fifty-two students.

The atmosphere within the resource room is positive and enthusiastic on both the part of the students and the staff, with cognitive and affective support readily evident. Specific materials and strategies are used to work on remediation of skill areas and also to teach compensatory skills in order for students to learn effectively in spite of a given disability. Content area materials are utilized in order for students to progress in the subject areas and continue to reinforce and build skills. Interim reports, gradebooks for each child with on-going daily averages, daily homework checklists or homework notebooks, and individual and classroom calendars to advise students of upcoming tests and assignments in regular classes are all used to maintain a record of student progress and assist the student in his daily work.

One of the important features of the resource room program is integration with the regular classroom curriculum. Regular staff are consulted with daily in order to coordinate services effectively. This is accomplished through daily grade level team planning periods. One resource teacher services fifth and sixth grade students- the other services seventh and eighth. Students may work with a resource teacher in the resource room or in the regular classroom depending upon scheduling and the needs of the student. Team teaching with both regular and special needs staff has been a successful part of this program. Regular class teachers are cooperative in modifying class assignments to meet the needs of the individual child. Use of easier level reading assignments, tapes or filmstrips, shortening of tasks, pairing with another student, oral testing or more project oriented work, are employed by the classroom teachers. Students are encouraged to make their best effort and try to provide tasks at which this effort will bring them success. Regular class teachers are generally very cooperative and supportive of both the program and the special needs students.

A mini-course program for the entire school is conducted every other morning for one period. The program is entitled SAIL - Student Assistance and Independent Learning. Both full time resource room teachers offer a class which is open to both regular and special needs students, affording the regular students the opportunity to visit the resource room and also to reduce any stigma students might feel. One course offering is "Learning Games", the other is "Study Skills".

Frequent parent contact with a mutual flow of ideas and concerns is most beneficial to the student's program. Parents are kept informed by the resource staff of their child's current classroom progress through regularly scheduled conferences, interim reports, quarterly reports and telephone contact. Parents are provided with materials to assist students organize their time and a guide giving pointers to help students organize their time and study productively. This guide was written by one of the resource teachers, Patricia Peters, and distributed to the entire school population. Involvement of parents in behavior management programs has also been successful. The overall team approach has proved useful in motivating many students who seem to benefit from a total support program - resource room staff, classroom teachers and parents.

Masconomet Regional Junior High School
R.F.D.
Topsfield, Mass. 01983
(617) 887-2328

Principal: I. Bruce Bears
Special Education Administrator:
Sharon Kamen
Superintendent of Schools:
Glenn M. Fay

Northeast Educational Region

Resource Room Teacher/Coordinators: Michael Kistler
David Canan
Harry Faust

The Learning Center at Masconomet Regional Junior High School provides service to approximately 100 seventh and eighth grade students (out of a school population of 750) from three surrounding rural and suburban communities. The Junior High School resource room program is staffed by three teacher/coordinators, five paraprofessional tutors, one instructional aide, and one clerical aide. A diagnostic prescriptive teacher, school psychologist and communications specialist are shared with grades 9 - 12.

Three separate resource rooms are located along one corridor of the building, but among regular subject classrooms. Each room is divided into smaller tutoring stations with each tutor assigned to a particular station each year. The rooms are carpeted to minimize auditory distractions and are decorated to appeal to the adolescent. A lending library is located in one of the rooms which is popular with staff and both regular and special needs students.

Direct instructional services are provided primarily by the five paraprofessional tutors under the close supervision of the teacher/coordinators. Staff members work in close cooperation. The program strives to meet student needs in the following areas: self-concept, attitude toward school, academic achievement, accepting responsibility, basic skills deficits, study habits and social/behavioral/peer problems. Most students receive individual - small group tutoring during study periods. Students who experience extreme difficulty in a given subject area may receive that class in the resource room. The program is geared toward providing each student with a meaningful personal and educational experience during his junior high school years. Recognizing the unique characteristics and developmental needs of the emerging adolescent, the philosophy of the program emphasizes the personal relationship and mutual respect as pre-requisites for effective programming and utilizes an eclectic and flexible approach with all students involved. In addition to the quarterly parent conferences and the annual review conference, at least one additional conference is held with parents of each student during the year. Parents of incoming seventh graders are contacted by phone during the first week of school and invited in for an informal meeting. The staff participates in a school-wide open house during an evening in October. A separate open house is held at mid-year. Parents are also invited to the program's June cook-out which involves all special needs students and staff. Finally, all tutors and teachers in the program make an average of one phone call per week to a parent to provide feedback of a positive nature or discuss "non-problem" situations.

Communication with classroom teachers is a priority for staff. The junior high is structured around six teams of 120-130 students and four major subject teachers. Each team of teachers meets once per week with the grade counselor and a resource staff member to discuss student needs and progress. New referrals are also made through these meetings. Weekly written reports from regular subject teachers are submitted to the resource staff relative to current curriculum, assignments, tests and individual student grades and areas of progress or need. These reports are received from approximately 80% of the teachers per week. Resource staff personally contact those teachers who do not submit reports. Regular class curriculum schedules are posted on the BIG BOARD in one of the resource rooms. Assignments and test dates for all regular classes are included on the board. Resource staff prepare written "Recommendations for Classroom Teachers" for each student and these are updated at least once a year and distributed to appropriate classroom teachers. Material discussed in these reports includes: achievement test data, expected levels of achievement, recommendations for testing and grading, recommendations for specific subjects, suggested methodology and teaching approach, recommended supportive assistance, patterns of behavior and recommendations for behavior management. On a less formal basis, staff are involved in assisting teachers with curriculum modification or in actual class situations, providing alternative materials, counseling and crisis intervention. Resource room staff meet as a group once a week to discuss matters of procedure, scheduling, and service delivery. New tutors and aides also meet weekly during the first semester for in-service training provided by a resource room staff member. Supervision of and consultation with tutors by the three teacher/coordinators is ongoing. Formal evaluations of tutors are completed twice per year.

Transition for the elementary special needs students to the junior high school begins with Spring meetings which are held with resource teachers from the elementary schools. Individual cases are reviewed and students are assigned to their program coordinator for the next year. Between these meetings and the end of the year, all 6th graders are re-evaluated and the assigned teacher/coordinator from the junior high attends each meeting. Each 6th grader receives a letter from the resource room in May inviting him and his parents to attend an evening meeting. This meeting consists of a slide presentation on the resource room and its various functions, a question and answer period, a tour and refreshments. Over the Summer, each incoming student receives a personal letter from his program coordinator which names the student's teachers and counselor, and again welcomes him to the school and the program. On the first day of school, all incoming students are sought out by their tutors to review the students' schedules, answer questions and assist in opening lockers, etc. A similar, though less comprehensive, transition process occurs as students move from grade 8 into the high school.

Dedham Junior High School
Whiting Avenue
Dedham, Mass. 02061
(617) 326-6900

Greater Boston Educational Region

Principal: Lofts J. McGuire
Vice Principal: Anthony Gallo
Director of Special Education:
Sabatino Bolognese
Superintendent of Schools:
Harry W. McKay

STAFF: Department Head: Vida R. Gavin
Mainstreaming Teachers: David J. Stuart
Rosalyn Thorndike
John Burton

The Dedham Junior High School, in a suburban community, has a school population of 868 seventh and eighth graders. Ninety-four special needs students receive services through this resource program.

There are nine mainstream classes (4 English, 3 Math, and 2 Science), with each being composed of ten special needs students and ten "average" students. The special needs students are chosen according to severity of need and are placed in classes appropriate to their specific needs. "Average" students are chosen to add status and prestige to the classes as well as to act as models. Special needs teachers combine their talents and expertise with those of the subject area teachers. There are now three special needs teachers, seven regular education teachers and one aide involved. The specialist and subject area teacher plan the curriculum, provide for individualized instruction, organize and lead group and class activities, detect and remediate student weaknesses, and pinpoint and accentuate student strengths. Instruction is individualized for all twenty students in each class.

One of the resource rooms, called the Learning Center, is described as a place of acceptance and friendship with individual counseling, group therapy and tutoring for any student who has been recommended through a core evaluation or by a guidance counselor. It is staffed at all times and can be used as a temporary crisis center. Students are encouraged to bring friends. A Cooking and Lunch Club (2 periods per week) is offered which teachers menu planning, nutrition, comparison shopping, etc. The Special Needs Work Force is responsible for the renovation (cleaning, painting and platering) of an adjoining office. Work is one on a volunteer basis during students' study periods.

A second resource room provides extensive programming for those students whose needs require at least 60% of their school day in special education. The program conists of Math, Language Arts, Reading, Social Studies, Art, Natural Science and a work-study element. A "Foods Program", run by the students, consists of preparation and sale of lunches daily for teachers. Many academic skills are developed in this program. Money earned from the sale of lunches and muffins is used to supplement the cost of a weekly recreation program.

An alternative learning program has also been initiated which is planned for eight students, both boys and girls, who are experiencing extreme difficulty in school. These students complete their academic work in the morning and then go out with a town youth counselor who directs them in meaningful activities that offer an alternative to traditional school learning. These activities are in the areas of careers, community awarenss, service to others, recreation, and personal evaluation. The Special Needs Staff and Guidance Department select the students and supervise the program.

Dighton Junior High School
Somerset Avenue
Dighton, Mass. 02714
(617) 669-6008

Principal: Mr. Leo Wontkowski
Director of Special Services:
Mr. Russell Latham
Superintendent of Schools:
Dr. Joseph Harrington

Southeast Educational Region

STAFF: Resource Teacher: Mary Isidoreo
Instructional Aide: June Russell

Dighton Junior High School is in a rural setting serving a school population of 330 in grades 6, 7 and 8. Thirty-seven special needs students received direct services from the resource room staff during this school year.

The primary focus of this resource room program is mainstreaming. The entire faculty and administration work cooperatively toward improved individualization of education for all students. Each grade has a team composed of four teachers and an aide. Teachers meet during a scheduled planning time, with the resource teacher attending these meetings for each grade. Flexibility within the program for scheduling and room use allows for individual scheduling for each grade with both small group and total class instruction. The goals for special needs students include improved self-image and support for academic classes. These goals are attained through utilization of extensive parental involvement, behavior feedback programming, constant informal follow up sessions with classroom teachers and an open door policy where students from the resource room programs are welcome any time of the day, especially when they are experiencing difficulty in academic or behavioral areas. The resource room teacher spends a great deal of time interfacing with classroom teachers. Continuous involvement with them helps to encourage mutual problem solving before any major difficulties arise. The philosophy of the total school is that students are best serviced by taking an overall view of their entire adjustment and performance, rather than working in the resource room for a small segment of time. The resource room teacher uses behavior contracting, which is also used for regular class students, and all contracts are followed closely by the classroom teachers.

Barnstable Middle School Annex
High School Road Extension
Hyannis, Mass. 02601
(617) 775-4700

Principal: John Linehan
Director of Pupil Personnel Services: Dr. Joseph A. Ryan
Superintendent of Schools: Edward Tynan

Southeast Educational Region

STAFF: Resource Room Teacher: Philip J. Cwynar
Teacher Assistant: Steven M. Babbitt

In the suburban community of Hyannis, the Barnstable Middle School Annex has a total population of 457 sixth grade students. Seventeen special needs students receive direct service through the resource room program.

The resource room is centrally located in the building; adjacent to the reading specialist, across the hall from the library/media center, and the guidance office area. All student traffic passes by the resource room during some time of the day.

In order to assist the regular classroom teachers with modifying their classroom programs to meet the needs of all students, the resource room teacher has designed a referral procedure which is being used successfully. The procedure is as follows: Classroom teacher contacts resource room teacher with student name and brief reason for concern. Resource room teacher observes student the same day, then meets with team staff to consider teacher observation checklist and behavior checklist (again, done on the same day, either after school or during prep period). Resource room teacher checks to insure services are not already in progress, such as remedial reading, Title I, etc. Following the day of initial contact, the resource room teacher offers suggestions for remediation. Student is closely monitored for one week. Resource room teacher checks with the team to make sure suggestions are being carried out in classroom. The majority of the contacts end with this step. When the suggested strategies do not remediate the difficulty, further alternatives within the regular education are explored - remedial reading, counseling, peer tutor, incentive scheduling, Title I. When all else fails, a formal referral is made.

To increase interest of the staff and student population, a "Workshop" area is offered to teachers who have above average students. This work area is partitioned within the resource room. It operates during the first five periods of the school day, and students are involved in self-monitoring activities. Regular class teachers and the resource teacher plan the materials rotation. Classroom teachers coordinate use of the workshop area.

Barnstable Middle School
Route 28
Hyannis, Mass. 02601
(617) 771-4600

Southeast Educational Region

Principal: Thomas Davis
Ass't Principal: Peter Nagorniuk
Director of Pupil Personnel:
Dr. Joseph Ryan
Superintendent of Schools:
Edward Tynan

STAFF: Resource Room Teacher: Susanne Strenz-Thibault

Serving a population of 1,000 seventh and eighth grade students is the Barnstable Middle School in suburban Hyannis. Ms. Strenz-Thibault's resource room program provides a special education program for 25 students. Additional resource rooms are available in the school.

Stress is placed on student strengths and reinforcement of basic skills. Skill development in reading, language arts and mathematics are focused on in order that the child can become proficient in basic areas. Lessons are scheduled to parallel content being taught in the regular classroom at any given time. Positive realistic praise and individual challenges are used as techniques to instill in each child the importance of completing a task well for personal satisfaction. Written contracts are used when necessary. Packet learning provides effective class management for the teacher in working with individual differences and allows each child to learn at his/her own pace. Tapes are widely used. Packets are a compilation of teacher made materials and varied published materials.

The resource room teacher works closely with each classroom teacher in making modifications for special needs and regular education students. The science teacher outlines the science book for the special needs students and they, in turn, are making their own book. Both social studies and science teachers hand out their lecture notes before giving their lectures. Directions are given both orally and visually. Students have available a taped library of each textbook. Test modifications include use of multiple choice and oral testing. Special materials are introduced directly to the regular classroom, such as the Action Library for use by special needs and lower level readers in preparing book reports, Kim Marshall's English, spelling and mathematics individual stations, and the introduction of packet learning.

William B. Rogers Middle School
15 Everett Street
Hyde Park, Mass. 02136
(617) 361-1990

Principal: John J. Daniels
Associate Superintendent of Special Services: Dr. Theodore Riggen
Superintendent of Schools: Marion Fahey

Greater Boston Educational Region

STAFF: Resource Room Teacher: Kathleen McArdle

An inner city school of 900 students, the William B. Rogers Middle School has established resource room programs at each grade level. Ms. McArdle's program serves approximately 25 special needs students in grade 6. A second 6th grade resource room was opened in February of this year to accommodate additional students.

The resource room staff use a classroom management system which is based on the principles of applied behavior analysis. Each student has an individual token economy program. The students receive tokens for work out-put and/or social behavior. They may exchange the tokens for field trips funded through mini-grants funded by ESAA Federal Grant Program or exchange them for fun activities such as drawing or playing a game.

The foundation of the mainstreaming program is a basic competency system and behavior management. Basic sequenced objectives have been written by cooperating teachers and/or the resource room teacher. As the student masters each objective in the regular class, a graph is charted indicating the student's progress. The resource room teacher provides the regular class teacher with special materials and techniques as deemed necessary. The resource room aide at times attends a few initial sessions of the regular education class as a student begins a mainstreamed class. The resource room teacher meets with the students involved in mainstreaming once per week. At that time, individual progress is discussed and charted on a graph for each student. Additional supportive tutoring is available during this time. Resource room teacher and regular class teachers meet once per week to discuss the mainstreamed students.

Regular classroom teachers contact the resource room teacher when they have concerns about a non-special needs student. The resource teacher observes the child in the classroom setting, does some informal testing, and suggests strategies that the regular classroom teacher may use before referring the child for an evaluation. If after methods have been tried and failed, the resource teacher assists in writing a referral.

Marblehead Junior High School
Village Street
Marblehead, Mass. 01945
(617) 631-8950

Northeast Educational Region

Principal: David Sklarz
Asst Principal: Richard Evans
Pupil Personnel Services Director:
John Cameron
Superintendent of Schools:
Dr. James Kent

STAFF: Resource Teachers: Robert Cohen
Sarah Hobson

Resource Tutor: Judith Taylor

Approximately 1,100 seventh, eighth and ninth graders attend the Marblehead Junior High School. Marblehead is a suburban community. The resource room program provides direct service to seventy-five special needs students in prototype 502.2.

Direct service is the focus of this program. The goals are multi-dimensional: to enable students to acquire greater achievement in the basic academic skills, increase self-confidence, strengthen ability to interrelate with others in a more positive way, and to educate students, parents and teachers about 'special needs', enabling them to recognize that very definite strengths most often accompany the more obvious weaknesses. To meet these goals, the staff has designed a contract system, thus evolving a shared responsibility for learning and skill development between staff, student and parent. It also allows the student to have definite and personal involvement on academic growth. The procedure begins with testing which includes an interest survey, diagnostic reading test and spelling test. Additional testing is administered if deemed appropriate. Test results are explained to the students and the goals for the first contract are discussed with both teacher and student having input. A first contract is drawn up which is completed within four to twelve weeks. Contracts are renewed with new goals as often as it is appropriate. The assignments are individualized to fulfill the contractual goals and provide for criterion testing after each skill is learned. Students each have a folder with workbooks, etc. Resource staff have developed many original materials to be used in conjunction with commercial materials.

Students and teachers determine which two or three study hall periods will be spent attending the resource room. In addition to the two required periods, students may attend during any other study hall if they require help with school work or want to read books and magazines from the room's library. Both regular students and special needs students view this program and the staff as prime providers of support within the framework of the junior high school. The staff enjoy a close, cooperative working relationship.

A Parent Tutor Program has been effectively incorporated into the resource room. In addition, a student from the high school spends time daily in the resource room on a tutorial basis. It is interesting to note that this particular student began providing tutorial assistance as a peer tutor when in the junior high school grades and has continued to do so since. A peer tutoring program continues to be available, with tutors who are both regular and special needs students. All volunteer tutor programs are carefully monitored by resource room staff.

Qualters Middle School
P.O. Box 221
Mansfield, Mass. 02048
(617) 339-3611

Southeast Region

Principal: Francis J. Cinelli, Jr.
Ass't Principal: Robert Cronin
Director of Special Education: George Svajian
Superintendent of Schools: Dr. John P. Collins

STAFF: Learning Disabilities Specialists: Cynthia Ashcroft-Rourke, Annette Paul
Learning Disabilities Aide: Diane Cersosimo

The Qualters Middle School, in suburban Mansfield, has a school population of 830 and serves 6th, 7th and 8th grade students. Approximately 100 special needs students receive support in the resource room.

Resource room staff work closely together in planning their highly individualized program. A wide variety of educational materials and reinforcement techniques are available. Motivation of students is enhanced and learning is reinforced by the use of progress charts, graphs, token systems, contingency contracts, or other techniques appropriate to the goal of increased learning. The self-concept of the child is foremost in mind and efforts to positively reinforce are made whenever possible. Independence in learning is stressed and each child is given a weekly assignment sheet which is filled in daily with assignments to be completed. Throughout the year, stress is placed on helping students discover how they can learn best. The students are encouraged to increasingly assume responsibility for their learning by helping to determine learning objectives, selecting instructional materials to meet their goals, cooperatively planning reinforcement strategies, evaluating their success in meeting objectives. In order to assist students in handling these responsibilities, the resource room staff strive to maintain a positive, supportive, trustful atmosphere in which the children can start to develop a sense of responsibility for learning. The staff also strives to view the child as a whole and plan for his development realistically in terms of that wholeness.

A library of professional resources for both teachers and parents on all aspects of educating the special needs child is currently being established. Annually, the resource room staff sponsor an exhibit of materials which would be of interest and useful to the regular classroom teachers to encourage them to make use of all materials available in meeting the needs of students.

INSTRUCTIONAL MATERIALS LISTING

The following lists of instructional materials have been compiled by the staff of the six finalist programs. It represents a source of selected materials which have met with success in their use with middle/junior high school age students being serviced by resource room programs. Although it is not possible to include all materials, supplies or equipment due to space restrictions in this sourcebook, it is felt that these materials should form a priority ordering list in the establishment of a new resource room program, or in updating a program already in operation.

Equipment:

- Typewriter
- Tape Recorder
  - Blank Tapes
- Record Player
- Filmstrip Projector
- Filmstrip Viewer
- Language Master or Vox Com Machine
  - Blank Cards
- Cartridge or Film Loop Projector
- File Cabinet
- Bookcases/Book racks
- Room Dividers (portable)
- Study Carrells
- Listening Table
  - Earphones
- Tachistoscope
- Overhead Projector
- Hand Calculator

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General:

- Copy of each textbook used in the school
- Dictionaries and Set of Encyclopedia
- Atlas - Globe - Newspaper
- Art Materials for Projects

Diagnostic/Prescriptive Materials:

WISC-R
Peabody Picture Vocabulary Test
Peabody Individual Achievement Test
-American Guidance Service-

Slingerland - Form D and Malcomesius
Specific Language Disability Test
-Educator's Publishing Service-

Wide Range Achievement Test
-Guidance Associates-

Detroit Tests of Learning Aptitude
Woodcock Reading Matery
-Bobbs-Merrill-

Noonan-Spadley Diagnostic Program of Computational Skills
- Allied Council-

Botel Reading Inventory
Beery-Buktenica Test of V-M Integration
-Follett Publishing Co.-

Brigance Diagnostic Inventory of Basic Skills
-Follett Publishing Co.-

Brigance Diagnostic Inventory of Basic Skills
-Curriculum Associates-

Stanford Diagnostic Reading Test
-Harcourt, Brace and World-

Spache Reading Scales
-McGraw Hill Book Co.-

Family Resource Library:

The Middle School Curriculum
Building Effective Home School Relations
Humanism in the Classroom
Individualized Instruction
Professional Teacher's Handbook
Children w/Learning & Behavior Problems
The English Teachers Activity Handbook
The source Room Teacher
Professional Teachers Secondary Handbook
- Allyn & Bacon -

Kephart Slow Learner Library
- Charles Merrill -

Developing Human Potential
Personalizing Education
Values Clarification
Human Values in the Classroom

Reading and Language Arts:

Auditory Discrimination in Depth
- Teaching Resources Co. -

DEFA Word Recognition and Spelling
Controlled Reader Set and Spelling
Tach X Set A-F and Spelling
-Educational Development Laboratories-

Mission Read
Word Pacers
Career Awareness
Language Arts Skill Center
- Random House -

Turning Point
-McCormick and Mathers-

Breakthrough
-Allyn and Bacon-

Action and Double Action Units
Scope Library and Series
Sprint Library and Series
Diving Workbooks
Go-Reading in the Content Areas
Reader's Choice Paperbacks
Real Life Skills
Imagination: The World of Inner Space
Wordly Wise
Writing Skills Book
- Scholastic Book Service -

Orton Gillingham Reading System
Solving Language Difficulties
Programmed Workbooks : Parts of Speech
Spellbound
Martin Mooney Mystery Series
Teaching Box for the Dyslexic Child
Graded Spelling Lists
- Educators Publishing Service,Inc.-
Working Words in Spelling
-Curriculum Associates -

Laidlaw Linguistics Lab
Growth in Spelling
-Laidlaw Bros.-
Plus 4 Reading Program
Reading for Concepts
The New Practice Readers
Learning Skills Series - Language Arts
- McGraw-Hill -

Sports Language Lot
Multimedia Reading
- Bowmar -

Think-Ins
-Creative Teaching Press -

Learning Your Language
Success in Language and Literature
-Folett Publishing

Legend, Forklore and Myths
- Globe Book Co.

The Read System
-American Book Co. -

Yearling Books
-Dell Publishing Co. -

Pacemaker Series
Bestsellers Reading Series
- Fearon Publishers -

Checkered Flag Series
Corrective Reading Program
- Field Educational Publications -

Specific Skill Series
-Barnell Loft -

Now Age Illustrated Reading Kit
- Pendulum Press -

The Incredible Series of Novels
- Dexter & Westbrook, Ltd.

Basic Spelling Word Problems
-Harper Row Publications

Mathematics:

The Spectrum Series
-Laidlaw Brothers-

Consumer Related Mathematics
Investigating Mathematical Ideas
-Holt, Rhinehart and Winston-

Problem Pacers
-Random House-

Computational Skills Development Kit
- SRA -

Skills Development Book
Fitzhugh Plus Program
-Allied Educational Council-

Mathematics Mini-Lab
-Selective Educational Equipment-

Mathematics Skills Kit
-McCormick-Mathers -

Measure Up
Money Makes Sense
Using Dollars and Sense
Planning Meals and Shopping
Time and Telling Time
-Fearon Publishers-

The Learning Skills Series, Arithmetic
- Webster/McGraw Hill -

Arithmetic Skill Cards
-Additon-Wesley-

Drill and Practice Kits for
Individualizing Mathematics
Experiencing Mathematics
- Singer School Division of
Random House -

Science/Social Studies:

Junior Science Books
-Garrard Publishing Co.-

American Adventures Text Program
Search Magazine
Go: Reading In the Content Areas
Map and Graph Skills
-Scholastic Book Series-

Discovering American History
-Holt Rhinehart & Winston-

Basic Science Education Series
-Harper & Row-

Frontier American Books
Study Lessons in Nations History
Tizz Books
-Follett Publishing Co.-

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*see above